DOCUMENT RESUME

ED 312 192 SO 020 285

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TITLE The Blessings of Liberty. Constitutional Teachers' Institute (1st, Los Angeles, California, August 2-15, 1987). Final Report.
INSTITUTION California State Dept. of Education, Sacramento.
REPORT NO ISBN-0-8011-0689-3
PUB DATE 89
NOTE 33p.
AVAILABLE FROM Bureau of Publications, Sales Unit, P.O. Box 271, Sacramento, CA 95802-0271 ($3.00).
PUB TYPE Reports - Descriptive (141) -- Collected Works - Conference Proceedings (021)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Citizenship Education; Elementary Secondary Education; *History Instruction; *Institutes (Training Programs); Instructional Development; Instructional Innovation; Professional Continuing Education; *Teacher Developed Materials; Teaching Methods
IDENTIFIERS *California; *United States Constitution

ABSTRACT

The two-week teacher-training institute that this report documents resulted from two interests: the curriculum reform movement in California public schools and the celebration of the Bicentennial of the United States Constitution. The goal of the institute was to train 45 selected elementary and high school teachers in the central documents of the founding of the United States and in the teaching of the U.S. Constitution. The institute aimed to help teachers become familiar with the arguments for constitutional democracy as they were understood by the Founding Fathers. They attended a daily seminar that focused on the study and analysis of the documents in which the history of the deliberations leading to the formation and adoption of the U.S. Constitution were recorded. The teachers met in small working groups to review teaching materials and to develop lesson plans dealing with various constitutional themes. Another activity of the institute was a presentation on the newly adopted History-Social Science Framework for California Public Schools by a panel composed of people instrumental in its development. A summary of this presentation is given. Also included are some comments and recommendations made by institute participants. Two appendices contain the names and addresses of the participants and an annotated list of 85 resources (books, periodicals, and associations and foundations). (JB)

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The Blessings of Liberty

Constitutional Teachers' Institute Final Report

California State Department of Education
Sacramento, 1989

SO 020 285

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The Blessings of Liberty

Constitutional
Teachers' Institute
Final Report

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Publishing Information

The Blessings of Liberty: Constitutional Teachers' Institute Final Report is an account of the activities of the teacher-training institute on the American founding, held in Los Angeles, California, August 2—15, 1987. It was written by John Hyland, Instructional Adviser, Region G, Los Angeles Unified School District.

The document was edited by Marie McLean, Bureau of Publications, working in cooperation with Diane Brooks, Manager, History-Social Science and Visual and Performing Arts Unit. The document was prepared for photo-offset production by the staff of the Bureau of Publications, with cover and layout design by Steve Yee and typesetting by Anna Boyd and Leatrice Shimabukuro. Ira Clark, Consultant, History-Social Science and Visual and Performing Arts Unit, compiled the Resources section; and Merribeth Carlson verified the facts of publication for each item listed in the Resources section.

The document was published by the California State Department of Education, 721 Capitol Mall, Sacramento, California (mailing address: P.O. Box 944272, Sacramento, CA 94244-2720). It was printed by the Office of State Printing and distributed under the provisions of the Library Distribution Act and *Government Code* Section 11096.

Additional copies of this document are available for $3, plus sales tax for California residents, from the Bureau of Publications, Sales Unit, P.O. Box 271, Sacramento, CA 95802-0271. A list of other publications available from the Department may be found at the back of this publication.

ISBN 0-8011-0689-3

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Overview

From August 2 through August 15, 1987, the California State Department of Education sponsored a two-week teacher-training institute on the American founding for 45 California elementary school and high school teachers. This report presents an account of the activities and outcomes of that institute, entitled The Blessings of Liberty: Constitutional Teachers' Institute.

The institute resulted from two interests—the curriculum reform movement in California public schools and the celebration of the Bicentennial of the U.S. Constitution. The curriculum reform movement, which had been sparked by recent reports on the poor state of education in the nation, provided an incentive for improving the quality of curricula, including the curricula in history and the social sciences.

Citizenship education—that is, educating students to understand the basic nature of our constitutional democracy—represented a central concern for curriculum reform. Superintendent of Public Instruction Bill Honig, speaking at the 1984 California Curriculum Conference, had said, "Public education was formed to develop a sense of civic responsibility in a democracy and pluralistic system. . . . It is an important part of our mission to develop students who have the allegiance and the intellectual understanding and have the willingness to participate in democratic government." Consequently, a major effort to improve curriculum offerings in history and social science was initiated through the development of a new *History–Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve* to include careful attention to the formation of the economic, social, and political foundations of institutions established by the U.S. Constitution.

Published in 1988, the new framework establishes a sequential curriculum to help students develop an understanding of their nation and the major civilizations in the world. The framework is centered in the chronological study of history, with history placed in its geographic setting and human activity established in time and place. History and geography are integrated with the humanities and the social sciences, and the curriculum is enriched with literature of and about the period of history studied. The content of the curriculum studied in early grades is enriched, and the importance of teaching democratic values and seriously treating ethical ideas permeates the curriculum. The new framework acknowledges the importance of both secular and religious ideas as influences on history. In addition, students gain opportunities for understanding the multicultural character of American society. Most important, when studying the Constitution, students learn about their responsibilities and rights as citizens and are encouraged to participate

in civic and political agencies. Superintendent Honig said about the framework, "It is a direct and powerful answer to widespread public demand for a revival of the teaching of history and geography. . . . This framework places history at the center of the social sciences and humanities, where it belongs."

The celebration of the Bicentennial of the United States Constitution provided an additional strong incentive for focusing on the improvement of teaching about the American Constitution in California public schools. To celebrate the bicentennial, the California State Department of Education inaugurated a multiyear program entitled The Blessings of Liberty: A Constitutional Literacy Initiative to improve the teaching of the American Constitution in California's public schools. The initiative, intended to have a decisive long-term impact on the teaching of the Constitution, involves curriculum planning, resource development, textbook evaluation, and dissemination of information to the public. This five-year project is aimed at improving curriculum and instruction, textbooks and other instructional materials, testing methods, and teacher and administrator training programs in history–social science.

Activities in support of this initiative included a meeting with publishers in July, 1987; four regional framework implementation conferences in February, 1988; a national textbook forum in February, 1988; and three additional regional conferences in May, 1988. Additional activities will include the development of the *History–Social Science Model Curriculum Guide, Kindergarten Through Grade Eight,* including a list of recommended readings in literature; a revision of the *Model Curriculum Standards, Grades Nine Through Twelve,* which will also include a list of recommended readings in literature; and the alignment of the statewide testing program for history–social science with the new framework. The central focus of the initiative, however, is teacher training. The Department of Education sponsored the first teacher-training institute on the American founding, which was held at the University of California, Los Angeles, August 2—15, 1987. Recognizing the merits of the Constitutional Literacy Initiative, the Commission on the Bicentennial of the United States Constitution provided funding for the institute.

Goals and Objectives

The goal of the institute was to train 45 teachers in the central documents of the American founding and in the teaching of the American Constitution, as recommended in the *History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve.* The aim of the institute was to help teachers become familiar with the arguments for constitutional democracy as they were understood by the Founding Fathers. The focus of the institute was on the central documents of the founding period in which arguments for American constitutional democracy were first presented. The objectives of the institute were to have participants:

- Examine in detail many of the key readings and primary sources of the American founding.
- Study and discuss in depth the political principles and arguments that shaped the American founding.
- Review a wide variety of resources for teaching the Constitution at every level of instruction.
- Begin to design classroom lessons for field testing in the fall, 1987.
- Listen to and interact with important scholars of the Constitution.
- Establish professional and personal associations with other leading elementary and secondary school teachers.

Teacher Participants

The candidates were selected according to their interest and commitment to teaching the principles and significance of the American Constitution.

Approximately 107 teachers, representing 86 school districts and 89 schools, applied to attend the institute. From this group 43 teachers from throughout California were selected to attend. These candidates, representing California's varied ethnic populations, included six elementary, 16 middle, and 21 high school teachers.

The candidates were selected according to their interest and commitment to teaching the principles and significance of the American Constitution, familiarity and experience working with California's curriculum frameworks, participation and experience in staff development, unique background and teaching experiences, recommendations from their principal or superintendent, potential for leadership among peers, and the commitment of their district to implementing the curriculum and to releasing them for additional training. The names of those selected are listed in Appendix A.

In their applications the teachers described the challenges and problems that motivated them to apply to attend the institute. One teacher wrote that "my real challenges in teaching civics are helping the students understand the political process and getting them excited about it and helping them understand that our Constitution and form of government have a direct effect on their lives and freedom."

Another teacher said, "A challenge that is encountered at times is the ability to make history- social science come alive in the classroom and make it applicable to daily living."

Often, the teachers felt challenged by the attitudes and feelings of students. "The problem that I encounter is student apathy and a dislike for history," one teacher explained.

Another teacher said, "The greatest challenge is always relevancy; [that is,] the need to convey past experiences (the Holocaust, slavery, the Crusades) to the present generation, not just on an academic level but as far as possible on an experiential level." The teachers often spoke of their specific concerns for students to learn about the history of the American founding and to understand the Constitution.

Considered as a group, the participants of the Constitutional Teachers' Institute included a core of experienced administrators, knowledgeable scholars in the field of the American founding, and teachers who had the self-motivation and expertise to undertake an intensive two-week study of the American founding with a strong emphasis on primary sources.

Institute Proceedings

This section includes an explanation of the daily proceedings of the institute, information about the types of sessions (with examples), and some of the teachers' responses to issues. The section concludes with the list of seminar topics.

Core Seminar

Five mornings a week during the two-week institute participants attended a two-hour seminar led by Ralph A. Rossum, Professor of Political Science and Director, Salvatori Center for the Study of Freedom, Claremont McKenna College. The seminar focused on the study and analysis of the documents in which the history of the deliberations and debates leading to the formation and adoption of the American Constitution was recorded. The seminar began with a discussion of the immediate background of the American Constitution and its place in the American Revolution. The discussion was followed by a study of the process and deliberations of the Constitutional Convention as recorded by the Founding Fathers (primarily Madison) whose notes of the convention remain. Both the Federalists' actions and the Anti-Federalists' reactions were then studied through examinations of their writings.

A description of the typical pattern of these sessions follows: First, Dr. Rossum presented the main points of the topic for that day's discussion. His comments were guided by the readings assigned to the teachers. On the basis of his interpretations and expertise, Dr. Rossum embellished the readings and guided the teachers to a better understanding of the meaning and importance of the events portrayed in the primary source texts.

For example, at one session Dr. Rossum described what he termed the "golden age" of the Founding Fathers. He described the educational and other strict requirements the founders had met, and he raised the question, Why was this a golden age? He responded by noting the founders' high level of literacy and their unique opportunity during this period of salutary neglect to try political processes and to pick and choose their institutions. The founders had a greater amount of leisure time than most people in modern times have to reflect on their readings without constant interference and to discuss the meanings their political readings had for them in terms of the issues they faced in the eighteenth century.

Once Dr. Rossum established his main points, he invited the teachers to question and respond to his commentaries. These question-and-response sessions often lasted for extended periods. The teachers reflected and deliberated on the meanings of Dr. Rossum's commentar-

The seminar focused on the study and analysis on the documents in which the history of the deliberations and debates leading to the formation and adoption of the American Constitution was recorded.

The teachers raised, discussed, and debated a wide range of issues from a broad perspective of multiple and often rival interpretations; and these sessions became a central feature of the institute.

ies. For example, the teachers asked questions about the substance of the lecture. "Why was it appropriate to refer to that era of the founding as 'golden' in contrast to other periods of political development?" "Were other periods of development equally significant?" The teachers' questions often led to clarification and refinement of the subject being discussed and reflected their need to link the discussions with the concerns of their students. The teachers raised, discussed, and debated a wide range of issues from a broad perspective of multiple and often rival interpretations; and these sessions became a central feature of the institute.

The members of the core seminar met for ten days. The following list of topics and questions were presented and discussed during the sessions:

- *The Revolution and the Formation of a New Nation.* How did the American revolutionaries understand "the laws of nature and of nature's God" and the "unalienable rights" of men? What did they mean by proclaiming that all men are created equal and free? How did the American revolutionaries counter the argument for implied representation and develop the argument for actual representation?
- *Establishing Republican Institutions.* What were the common elements of *republicanism* as reflected in the new state constitutions adopted in the course of the American Revolution? Are we "one people" or "many"? How could popular republican government be made to work well? What were the leading features of the "first" American constitution, the Articles of Confederation? What events led to the convening of the Philadelphia convention? Of what significance were the rules adopted by the convention?
- *The Constitutional Convention, May 30—June 5, 1787.* What were the delegates' initial reactions and questions concerning the Virginia Plan? Did the delegates exceed their authority when they decided to consider the Virginia Plan? What did the delegates mean when they spoke of a national government as opposed to a federal government?
- *The Constitutional Convention, June 6—19, 1787.* What were the arguments over the executive branch? What do "republican principles" say about the sources of power, the powers, and the structure of the federal government? What was the Anti-Federalist position with regard to the benefits of small over large states? Is Madison's extended republic argument a departure from republican principles?
- *The Constitutional Convention, June 20—July 16, 1787.* What was the meaning of separation of powers? How did the Paterson Plan

present the issue of the supremacy clause? In what respects was the emerging Constitution a "bundle of compromises"? In what respects, a product of principled choice? Did the arguments over "suffrage" represent principled differences or conflicts of interest?

- *The Constitutional Convention, July 17—September 17, 1787.* How was the Constitution designed to provide for stability? How was the Constitution designed to protect people from themselves? How did the Convention deal with the question of slavery? Who at the Convention dissented from signing the Constitution? Why? What was the political significance of the proposed mode of ratification?
- *Ratification: The Anti-Federalist Argument.* Who were the Anti-Federalists? How, as leading Anti-Federalists argued, did the proposed Constitution betray the revolution of 1776 and the most cherished principles of republicanism? How did the proposed Constitution threaten states' rights, individual liberty, and the sovereignty of the people? What was the "small republic" argument? What "Federalist" features did the Anti-Federalists wish to preserve?
- *Ratification: The Federalist Argument.* What was the "utility of the Union" according to *The Federalist?* How did the proposed union provide necessary protection against external and internal dangers? To what extent is the new constitution founded on "reflection and choice," to what extent on "accident and force"? Why is there "an absolute necessity for an entire change in the first principles of the system"?

Required Readings

The Constitutional Teachers' Institute was designed to help elementary school and high school teachers become more proficient in their teaching of the American Constitution. The focus of the institute was on the central documents and primary sources that would provide a core of knowledge important for each teacher of the American Constitution to convey to students.

Before attending the institute, the participants read Catherine Drinker Bowen's *Miracle at Philadelphia* as an introduction to how the Constitution came about. During the institute the participants read primary source material, including selections from *Colonies to Nation, 1763—1789: A Documentary History of the American Revolution,* edited by Jack P. Greene; the *Federalist Papers,* edited by Clinton Rossiter; and the *Essential Antifederalist,* edited by W. B. Allen and Gordan Lloyd. The main reading for the Institute was the *Records of the Federal Convention of 1787,* edited by Max Farrand.

Through their readings of these recollections and notes of the Founding Fathers, the teachers had the rare opportunity to understand the creation of the Constitution from the founders' perspective. By the end of the institute, the teachers had read extensively the fundamental materials on the Constitution and its development.

Working Groups

In the afternoons following the core seminar, the teachers met in small working groups. Composed of teachers who lived in the same geographic areas of the state, the groups were organized to facilitate and encourage follow-up meetings during the coming school year. The purpose of the working groups was to begin to develop ideas for teaching students at the elementary and high school levels about the Constitution and to develop a set of lessons about various constitutional themes. The working groups previewed a wide range of teaching materials and resources prepared by others.

The challenge facing the teachers in their work was to link the scholarly ideas and facts presented during the core seminar to the goals, strands, and course descriptions outlined in the new *History–Social Science Framework*. The framework sets out three broad goals: Knowledge and Cultural Understandings, Democratic Understanding and Civic Values, and Skills Attainment and Social Participation. According to the distinguishing characteristics of the framework, students need to develop an understanding of basic principles of democracy and basic concepts of the Constitution. They also need to develop an understanding of the participation required of citizens in a democracy and their responsibilities in a democratic society. Teachers attending the institute faced the difficult task of developing lessons that would help students in grades three to twelve achieve these understandings in a responsible manner.

A typical session began with a review and discussion of the material covered in the core seminar held that morning. What were the seminar's main points? How did this knowledge relate to pupils in kindergarten through grade twelve? Then teachers exchanged ideas for teaching based on their experiences in the classroom. During the first few days of the institute, members of the working groups discussed themes and possibilities for lessons on the Constitution. Midway through the institute, each group selected a theme related to the framework, and each teacher then selected a topic within the theme to use as a focus for a lesson. For example, one group decided to develop lessons on the principles of democracy as they applied to civic rights, values, and responsibilities. Using this theme, the group began to develop lessons.

At the conclusion of the institute, each working group prepared and presented a report on the lessons they were developing. For example, the group working to develop lessons on the principles of democracy laid the groundwork for a series of lessons dealing with the concepts of representation, separation of power, and checks and balances. The group's tentative lesson plans included teaching ideas about the basis of individual responsibilities as reflected in the writings of Locke, Otis, and Jefferson and about the ideas of effective leadership as reflected in the Articles of Confederation and in one of Washington's letters. The teachers also developed an activity in which semantic mapping was used to illustrate the meaning of the word *democracy*. They also developed writing activities to promote students' basic skills in critical thinking.

The working groups served a critical function by providing teachers with time for peer interaction and collaborative lesson development. After the institute these groups continued to work together and formed a statewide network of teachers of the Constitution. This network was coordinated through the office of Diane Brooks, Manager, History Social Science and Visual and Performing Arts Unit, California State Department of Education. Several participants attended other institutes and constitutional training programs. Others served as presenters at the framework implementation conferences held in February and May, 1988. Others became members of the California Assessment Program Advisory Committee for History-Social Science and are working to develop the statewide history-social science tests for grades six, eight, ten, and twelve.

The working groups served a critical function by providing teachers with time for peer interaction and collaborative lesson development.

Panel Presentations

Another important proceeding of the institute was a presentation on the new *History-Social Science Framework* by a panel composed of persons instrumental in its development. Members of this panel included Francie Alexander, Associate Superintendent for Curriculum, Instruction, and Assessment, California State Department of Education; Charlotte Crabtree, Professor of Education, University of California, Los Angeles; Carol Katzman, Director of Educational Services, Kindergarten Through Grade Eight, Beverly Hills Unified School District; and Diane Ravitch, Professor of History and Education, Teachers College, Columbia University. The panelists provided the teachers participating in the institute with information about the background, organization, and content of the new framework. The teachers learned the rationale behind the framework as well as plans for implementation.

In reviewing the events leading to the decision to develop a new framework, Dr. Ravitch noted that the teaching of history had been

declining for years. For example, she observed that there was a lack of time for history; too much content was packed into course outlines, causing a rush to cover the material. History teaching had become fragmented; and textbooks were superficial, lacked color and drama, neglected values and belief systems, and failed to use primary source material. Consequently, the students' level of learning was a serious concern. Dr. Ravitch also noted that students lacked a sense of chronology and an understanding of the meaning of basic terms. More importantly, students' awareness of key documents, speeches, and the broad sweep of history was inadequate.

Carol Katzman spoke about the development of the framework as a response to general concerns about the state of history teaching. She stressed that in the new framework the major emphasis is on the teaching of history in a geographic setting. According to the framework, history is to be taught as a story well told; and teachers will be encouraged to integrate their lessons with literature, the arts, and other disciplines. The new framework was developed to provide for attention to the importance of ethical values as well as key skills, particularly critical thinking. Ms. Katzman reviewed the framework's course descriptions, stressing that in the descriptions a strong emphasis is placed on helping students develop a chronological sense of history in its geographical setting, learn about great people, and read literature of and about the historical period.

Perhaps the most controversial aspect of the new framework is the shift from the traditional practice of teaching survey courses such as United States history at several grade levels. Now, programs of instruction will focus on developing a sense of continuity across time and setting. Charlotte Crabtree explained that the new framework is designed to provide a new structural frame to the curriculum. United States history, for example, will be divided into three broad chronological periods of emphasis, one of which would be taught at grade five; another, at grade eight; and the last, in grade eleven. Each course begins with a review of important issues studied in earlier years and now approached from the perspective of a more mature mind.

The same approach is applied to world history at grades six, seven, and ten. Dr. Crabtree noted that the heart of the program is the interplay between world and United States history and that this interplay helps students recognize the global context in which their nation's history developed and allows teachers to illustrate events that were developing concurrently throughout the world. "We want," she said, "to provide a continuing sequence of historical study."

Francie Alexander concluded the panel presentation by reviewing the challenges of implementation, the seven-year cycle of the framework,

and the problems with existing textbooks. She explained the process by which the framework was developed and comments were received from the field. She noted that there were important decisions to make regarding the framework and new textbook adoptions. She said, "We will not recommend books and materials that don't meet the criteria for evaluating instructional materials addressed in this framework."

The presentation by members of the panel was an important activity. By becoming informed about this new framework, the teachers attending the institute were able to use the framework as a guide to developing lessons on the Constitution.

Comments and Recommendations

Participants in the institute reported that they found the program interesting and worthwhile. One teacher said, "I came here skeptical about the framework. I now leave as an advocate. Perhaps the single most important profit I gained from the institute was the exchange of views and the development of networking with colleagues."

Another participant stated, "The academic information was useful to me, and the skills and techniques demonstrated were very practical. I will definitely teach my government class in a new manner this year." The participants expressed a wide range of positive feelings for the strengths of the institute. Samples of these statements about the institute's strengths follow:

- "Well-organized. Good leadership. Good scholarship."
- "A point of view toward the Constitution and American history that reinforces the new framework."
- "Scholarship, new ideas, and sharing."
- "The people, both staff and teachers. I am excited about the framework."
- "The institute's strengths were presenters who gave us ideas that we could take back to the classroom and use."

The participants were particularly supportive of the opportunities to learn about the Constitution through the study of primary source material and to work together. As one teacher stated, "The importance of the institute was in the opportunity for scholarly discussion, sharing of information [with teachers] up and down the state, familiarization with the framework, and an introduction to resource materials to teach the American founding."

The teachers who participated in the institute also expressed concerns and recommendations for future institutes. Some of the teachers felt that not enough time was allowed to share teaching methodologies. Elementary teachers expressed the feeling that the subject matter was too abstract and theoretical for their students. A number of the teachers reported that they would have preferred to spend less time discussing the daily journals and debates of the Constitutional Convention and would have found a focused, issue-oriented approach more beneficial. The teachers also felt that allotting more time for interacting with their peers and developing lesson plans would have been valuable. They wanted more sharing and debating among scholars and opportunities for teachers to work together to develop classroom activities.

In addition to the teachers' evaluations of the institute, other factors suggest the success of the institute. For example, the teachers presented a wide range of ideas for lesson plans based on the information learned at the institute. These lesson plans represent a genuine contribution to the improvement of teaching about the Constitution. In addition, teachers who attended the institute served as leaders of sessions at the framework implementation conferences held in February and May, 1988. Equally important, the teachers established a network of collaborative groups through which they continued to work and communicate ideas following the end of the institute.

Future institutes will be designed to incorporate the teachers' recommendations. For example, the teachers clearly felt the need for more time to discuss the subject-matter presentations and to work on their lesson plan ideas. The working groups were considered important by the teachers, but they felt that working groups of ten to twelve members may have been too large for the best interaction to occur. Teachers also expressed a desire to have more presenters who would reflect the full range of scholarly viewpoints. As with any institute, the teachers felt the speakers should be well known, dynamic, and interesting. The teachers also felt that the speakers should have a clear sense of what teachers are required to teach in public school classrooms.

The teachers generally rated the institute highly and felt the institute fulfilled their expectations. They reported that they intended to use in their classrooms the teaching methodologies and resources presented at the institute and to share what they learned with other colleagues. The teachers felt that the program contributed to their sense of professionalism, helped them expand their knowledge of primary documents, and increased their ability to integrate these documents in their instruction of history or government.

The participants were particularly supportive of the opportunities to learn about the Constitution through the study of primary source material and to work together.

Appendix A

Participants

Institute Staff Members

Diane Brooks, Manager, History–Social Science and Visual and Performing Arts Unit, California State Department of Education

Ira Clark, Consultant, History–Social Science and Visual and Performing Arts Unit, California State Department of Education

Joan Clemons, Director of the Social Sciences Center for Academic Interinstructional Programs, University of California, Los Angeles

Christopher Flannery, Associate Professor of History, Political Science Department, Azusa Pacific University

Minna Novick, Educational Consultant, Chicago, Illinois

Ralph A. Rossum, Professor of Political Science and Director, Salvatori Center for the Study of Freedom, Claremont McKenna College

Visiting Scholars

Francie Alexander, Associate Superintendent, Curriculum, Instruction, and Assessment Division, California State Department of Education

Joyce Appleby, Professor of History, University of California, Los Angeles

Charlotte Crabtree, Professor of Education, Graduate School of Education, University of California, Los Angeles

Carol Katzman, Director of Educational Services, Kindergarten Through Grade Eight, Beverly Hills Unified School District

Gordon Lloyd, Professor of Political Science, Redlands University

Diane Ravitch, Professor of History, Teachers College, Columbia University

Peter W. Schramm, Director of the Center of International Education, U.S. Department of Education

Thomas G. West, Associate Professor, Politics Department, University of Dallas

Teacher Participants

Kirk S. Ankeney, San Diego

George Arlie, Fort Bragg

Elena Diaz Bjorkquist, Mendocino

Marianne Brunt, Hayward

Jack Butler, Kentfield

Gail Chinn, San Jose

Lisa Coto, Yuba City

Ron Covington, Costa Mesa

Jerry DeYoung, Oakdale
Paul F. Dunne, Morgan Hill
Suzanne Fox, Napa
Dick Fuchs, Long Beach
Dottie Fuchs, Long Beach
Flora Lee Ganzler, Santa Rosa
Glenda Harris, Vacaville
Bob Hayes, Anaheim
Polly Hufft, Fresno
Peter Huybers, Simi Valley
John T. Hyland, Los Angeles
Kay Lawrence, Redding
Carol Mack, Santa Clara
Phyllis McKown, Costa Mesa
Eddington Mduba, Perris
Chris Miller, Los Angeles
Janet Mulder, Jamul
Darrell Myers, Eureka
Barbara Roberts, San Leandro
Penny Roberts, Arvin
John Robertson, Glendale
Ellen Santora, Mountain View
Barney Scott, San Diego
Sandra Sterling, Menlo Park
John Stonebarger, Laguna Hills
Jess Tabasa, Watsonville
Martha A. Thomas, Menlo Park
Gene Truax, Sacramento
Timothy J. Tuttle, Norco
David Vigilante, San Diego
Tom Weikert, Travis
Cheryl White, Alameda
Pat Williams, Alturas
Ted Yanak, Cupertino

Appendix B

Resources

The following resources were identified by the participants, master teachers, or scholars at the Constitutional Teachers' Institute as representative of the many materials available for teaching about the Constitution, Bill of Rights, and the principles of American democracy. The references listed in this appendix are suitable for staff development, curriculum development, or for study by students in kindergarten through grade twelve.

Books

The American Constitutional System Under Strong and Weak Parties. Edited by Patricia Bonomi, James MacGregor Burns, and Austin Ranney. New York: Praeger Publications, 1981.

Antifederalists. Edited by Cecelia M. Kenyon. Boston: Northeastern University Press, 1985.

A one-volume anthology useful for studying the thinking of those who opposed the Constitution.

Bailyn, Bernard. *Ideological Origins of the American Revolution*. Cambridge: Harvard University Press, 1967.

A classic study of the political thinking that led Americans to declare independence.

Bicentennical of the Constitution: A Resource Guide. Washington, D.C.: U.S. Government Printing Office, 1987.

Binkley, Dennis. *Great Documents That Shape American Freedoms*. Hayward, Calif.: Janus Book Publishers, Inc., 1986.

Bowen, Catherine D. *Miracle at Philadelphia: The Story of the Constitutional Convention, May to September 1787*. Boston: Little, Brown and Company, 1986.

Broderick, Frances L. *The Origins of the Constitution, 1776–77*. New York: Macmillan Publishing Co. 1964.

Bye, Thomas. *Our Constitution: A Working Plan for Democracy*. Hayward, Calif.: Janus Book Publishers, Inc., 1986.

Developed for older students with learning and reading difficulties.

Chapin, June. *You and the Constitution*. Reading, Mass.: Addison-Wesley Publishing Company, 1988.

Collier, Christopher, and James L. Collier. *Decision in Philadelphia: The Con-*

stitutional Convention, 1787. New York: Ballantine Books, Inc., 1987.

Contains entertaining and informative profiles of those involved in producing the Constitution.

Commager, Henry S. *Empire of Reason: How Europe Imagined and America Realized the Enlightenment*. New York: Oxford University Press, Inc., 1982.

A learned, accessible, and vigorously written intellectual history of the period.

Encyclopedia of the American Constitution. In four volumes. Edited by Leonard W. Levy and others. New York: Macmillan Publishing Co., Inc., 1986.

Equal Justice Under Law: The Supreme Court in American Life. Washington, D.C.: National Geographic Society, 1982.

Eveslage, Thomas. *Free Speech and a Free Press*. Iowa City, Iowa: Quill and Scroll, 1985.

Farrand, Max. *Records of the Federal Convention of 1787*. In four volumes. New Haven: Yale University Press, 1986.

The most important and complete compilation of all sources pertaining to the Federal Convention of 1787. The first three volumes have been reissued; the fourth volume, a new supplement edited by James H. Hutson and Leonard Rapport, contains copies of all documents discovered since Farrand's last revision in 1937. Materials are for anyone seriously studying the Constitution and its origins.

Fink, Sam. *Constitution of the United States of America*. New York: Random House, Inc., n.d.

A volume containing the complete text of the Constitution as well as imaginative pictures used to illustrate each article and amendment.

Fritz, Jean. *Shh! We're Writing the Constitution*. New York: The Putnam Publishing Group, 1987.

This book as well as those listed in the following three entries were written for students in kindergarten through grade six. The focus of each book is on the personal qualities of the man whose name appears in the title as well as on the events of the time.

Fritz, Jean. *What's the Big Idea, Ben Franklin?* New York: The Putnam Publishing Group, 1982.

Fritz, Jean. *Where Was Patrick Henry on the 29th of May?* New York: The Putnam Publishing Group, 1982.

Fritz, Jean. *Will You Sign Here, John Hancock?* New York: The Putnam Publishing Group, 1976.

Gerberg, Mort. *U.S. Constitution for Everyone: A Guide to the Most Important Document Written by and for the People of the United States*. New York: The Putnam Publishing Group, 1987.

An introduction to the text of the Constitution.

Giese, James R., and Lynn Parisi. *Humanities Approach to Early National U.S. History: Activities and Resources for the Elementary School Teacher*. Boulder, Colo.: Social Science Education Consortium, Inc., 1986.

Hamilton, Alexander, and others. *Federalist Papers*. Edited by Clinton Rossiter. New York: New American Library, 1986.

A comprehensive edition of this classic defense and explanation of the U.S. Constitution; includes a full index. For the general reader.

Hamilton, Alexander, and others. *Federalist Papers*. New York: Bantam Books, Inc., 1982.

The concise text of all arguments expressed during the battle for ratification of the Constitution (1787–1788). For students in grades nine through twelve.

Harrast, Tracy. *We the People: Our Living Constitution*. College Hill, Ohio: Creative Company, 1988.

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A survey of the way young people lived during the first ten years of independence. Includes read-aloud and background materials for students in grades four through eight.

History of Political Philosophy (Third edition). Edited by Leo Strauss and Joseph Cropsey. Chicago: University of Chicago Press, 1987.

Humanities Approach to Early National U.S. History: Activities and Resources for the Junior High School Teacher. Edited by James R. Giese and Lynn Parisi. Boulder, Colo.: Social Science Education Consortium, Inc. 1986.

Kerber, Linda K. *Women of the Republic: Intellect and Ideology in Revolutionary America*. New York: W.W. Norton and Co., Inc., 1986.

A classic study of the subject.

Ketcham, Ralph. *Antifederalist Papers*. New York: New American Library, 1986.

The opposing view of the ratification debate found in the works of George Mason, Patrick Henry, and Melancton Smith. Background reading for teachers.

Kluger, Richard, *Simple Justice: The History of Brown V. Board of Education and Black America's Struggle for Equality*. New York: Random House, Inc., 1977.

History of the struggle to end racial segregation in education up to the 1954 Supreme Court decision, *Brown* v. *Board of Education of Topeka*.

Leach, Richard H. *Constitutional Government in the American Setting*. New York: Taft Institute for Two-Party Government, 1985.

Madison, James. *Notes of Debates in the Federal Convention of 1787* (Bicentennial edition). New York: W.W. Norton and Co., Inc., 1987.

The single most important record of what was said and done at the Federal Convention of 1787.

Middlekauff, Robert. *Glorious Cause: The American Revolution, 1763 to 1789*. New York: Oxford University Press, Inc., 1985.

Morris, Richard B. *American Revolution* (Revised edition). Minneapolis, Minn.: Lerner Publications Co., 1985.

The history of the founding period for students in grades four through eight. The volume on the Constitution contains historical information at a reading level suitable for students in the middle grades.

Morris, Richard B. *Basic Documents on the Confederation and Constitution*. Melbourne, Fla.: Robert E. Krieger Publishing Co., Inc., 1985.

A collection of original documents.

Morris, Richard B. *Forging of the Union: 1781–1789*. New York: Harper and Row Pubs., Inc., 1988.

A definitive study of the history of the United States under the Articles of Con-

federation. Fully documented and illustrated.

Morris, Richard B. *Witnesses at the Creation*. New York: New American Library, 1989.

A personal look at the lives of Hamilton, Madison, and Jay and the impact their lives had on the Constitution.

Morris, Richard B. *Witnesses at the Creation: Hamilton, Madison, and Jay and the Constitution*. New York: Henry Holt and Co., 1985.

A look at events through the eyes of the authors of the *Federalist*.

The Origins of the American Constitution: A Documentary History. Edited by Michael Kammen. New York: Penguin Books, Inc., 1986.

A documentary history of the implementation of the U.S. Constitution beginning with resolutions formed at a New England town meeting in 1777. Includes a section entitled "Suggestions for Special Projects." Appropriate for students in grades nine through twelve.

Padover, Saul, and Jacob W. Landynski. *Living U.S. Constitution*. New York: New American Library, 1983.

A sourcebook for Supreme Court decisions and precedent-setting cases.

Patrick, John J., and Clair W. Keller. *Lessons on the Federalist Papers*. Bloomington: Indiana University Social Studies Development Center, 1987.

Patrick, John J., and Richard C. Remy. *Lessons on the Constitution: Supplements to High School Courses in American History, Government, and Civics*. Boulder, Colo.: Social Science Education Consortium, Inc., 1985.

Peltason, J.W. *Understanding the Constitution* (Tenth edition). New York: Holt, Rinehart and Winston, Inc., 1985.

Peters, William. *More Perfect Union*. New York: Crown Publications, Inc., 1987.

A journalistic account of the Federal Convention.

Quarrels That Have Shaped the Constitution (Revised and expanded edition). Edited by John A. Garraty. New York: Harper and Row Pubs., Inc., 1987.

Twenty decisive cases—from *Marbury* v. *Madison* to *Wade* v. *Roe*—that have shaped the law. Appropriate for students in grades nine through twelve.

Rakove, Jack N. *Beginnings of National Politics: An Interpretive History of the Continental Congress*. Baltimore: Johns Hopkins University Press, 1982.

Reinterpretation of the American Revolution, 1763–1789. Compiled by Jack P. Greene. Westport, Conn.: Greenwood Press, 1979.

Review of Resources: Teaching Law and the Constitution. Edited by Mary E. Glade. Boulder, Colo.: Social Science Education Consortium, Inc., 1987.

An analysis of more than 169 sets of materials on the Constitution, Bill of Rights, and related laws. Materials organized according to type and grade levels. Bibliographies of children's literature, Constitution-related materials, and films also included.

Riemer, Neal. *James Madison*. Edited by Congressional Quarterly staff. Washington, D.C.: Congressional Quarterly, Inc., 1986.

Robinson, Donald. *Slavery in the Structure of American Politics, 1765–1820*. New York: W.W. Norton and Co., Inc., 1979.

A classic study of the subject.

Rossiter, Clinton. *Seventeen Eighty-Seven: The Grand Convention*. New York: W.W. Norton and Co., Inc., 1987.

A well-organized book for the study of the Convention in terms of personalities, regions, issues, statistics, and geography. A source of activities for middle and high school teachers.

Rutland, Robert A. *Birth of the Bill of Rights, 1776–1791* (Revised edition). Boston: Northeastern University Press, 1983.

The story of the evolution and ratification of the first ten amendments to the Constitution.

Rutland, Robert A. *Ordeal of the Constitution: The Anti-Federalists and the Ratification Struggle of 1787–1788*. Boston: Northeastern University Press, 1983.

A history of the controversy over ratifying the Constitution.

Sexton, John J., and Nat Brandt. *How Free Are We? What the Constitution Says We Can and Cannot Do*. New York: M. Evans and Co., Inc., 1986.

An up-to-date guide with questions and answers about the history and

meaning of the U.S. Constitution. Includes the text of that document and a bibliography and list of important judicial decisions.

Storing, Herbert J. *What the Anti-Federalists Were for: The Political Thought of the Opponents of the Constitution*. Volume I of *The Complete Anti-Federalist*. Chicago: University of Chicago Press, 1981.

A comprehensive study of the thinking of those who opposed the Constitution.

This Constitution: Our Enduring Legacy. Washington, D.C.: Congressional Quarterly, Inc., 1986.

Wood, Gordon S. *Confederation and the Constitution: The Critical Issues*. Lanham, Md.: University Press of America, 1979.

Wood, Gordon S. *Creation of the American Republic, 1776–1787*. New York: W.W. Norton and Co., Inc., 1972.

An encyclopedic treatment of the changing political thought in America during the years between the signing of the Declaration of Independence and the ratification of the Constitution.

Periodicals

"The Constitution: How It Shapes Your World," *Scholastic Update*, Vol. 119 (September, 1986), 1–21.

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Parisi, Lynn. "Commemorating the Bicentennial of the U.S. Constitution," *ERIC Digest*, No. 31 (1986), n.p.

"Toward the Bicentennial of the Constitution," *National Forum*, Vol. 44 (fall, 1984), n.p.

Associations and Foundations

Agency for Instructional Technology, 1111 W. 17th St., Bloomington, IN 47402; telephone (812) 339-2203.

Six 30-minute video programs entitled *U.S. Constitution* with teacher's guide and materials (to company Project 1987 materials). Available for students in grades seven through twelve.

American Bar Association, Youth Bicentennial Initiative, 750 N. Lake Shore Dr., Chicago, IL 60611; telephone (312) 988-5738.

Resources available include *Celebrating Our Constitutional Heritage with Young People*, produced in association with World Book, Inc.; *Helping Children to Understand the United States Constitution;* and *Passport to Legal Understanding: The Newsletter on Public Education Programs and Materials*.

American Federation of Teachers, 555 New Jersey Ave. NW, Washington, DC 20001; telephone (202) 879-4400.

Sponsors the Education for Democracy project in cooperation with the Educational Excellence Network and Freedom House.

American Historical Association, 400 A St. SE, Washington, DC 20003; telephone (202) 544-2422.

Bicentennial Essays on the Constitution, a series of pamphlets on historical aspects of the Constitution from the founding period to the present, available for students in grades eight through twelve.

American Newspaper Publishers Association Foundation, Nancy Osborne, Box 17407, Dulles International Airport, Washington, DC 20041; telephone (202) 648-1000.

Distributes *Free Press and Fair Trial*.

Americans' United Research Foundation, 900 Silver Spring Ave., Silver Spring, MD 20910; telephone (301) 588-2282.

Religious Freedom in America by Charles C. Haynes available. Book includes essays on the history of religious clauses of the First Amendment and their interpretation by the Supreme Court as well as a list of resources for teachers.

Andrew and McMeel, P.O. Box 419150, Kansas City, MO 64141; telephone (816) 932-6700.

A four-page series on the Constitution for young readers available. Published in three sets. Titles include "Meeting at Mount Vernon," "Our First Laws Were Weak," "Adopting the Constitution," and "Separation of Powers." Guide for teachers included.

Center for Civic Education, 5146 N. Douglas Fir Rd., Calabasas, CA 91302; telephone (818) 340-9320.

Information on the National Bicentennial competitions on the Constitution and Bill of Rights available.

The Colonial Williamsburg Foundation, Wholesale Sales, Box C, Williamsburg, VA 23187; telephone (804) 220-7342.

Foundations of America: Essays from Colonial Williamsburg available. Includes "Political Life in Eighteenth-Century Virginia" by Jack P. Greene; "Slavery in the Colonial Chesapeake" by David Brion Davis; "Equality, Status, and Power in Thomas Jefferson's Virginia" by J. R. Pole; "Worlds of Experience: Communities in Colonial Virginia" by Rhys Isaac; and "Virginia Women: The First 200 Years" by Anne Firor Scott and Suzanne Lebsock.

Commission on the Bicentennial of the U.S. Constitution, 808 17th St. NW, Washington, DC 20006; telephone (202) 872-1787.

Resources available include an information packet, *A Celebration of Citizenship; We the People of the United States. . .*, official commemorative edition of the Constitution of the United States; and *Guide to Celebrating the Bicentennial of the U.S. Constitution*.

Constitutional Rights Foundation, 601 S. Kingsley Dr., Los Angeles, CA 90005; telephone (213) 487-5590.

Bill of Rights in Action and *Foundation of the Constitution/U.S. History* newsletters available. "We The People," a law-related lesson on teaching the Constitution, also available.

Council for the Advancement of Citizenship, 1724 Massachusetts Ave. NW, Suite 300, Washington, DC 20036; telephone (202) 857-0580.

Operates a Bicentennial information clearinghouse as part of its Bicentennial Leadership Project. *Bicentennial Leadership News* newsletter also available.

Indiana University Social Studies Development Center, 2805 E. 10th St., Bloomington, IN 47408-2698; telephone (812) 855-3838.

Education on the Constitution in Secondary Schools and *Teaching Strategies and Materials for the Bicentennial and Beyond* available for students in grades eight through twelve.

National Archives, Seventh and Pennsylvania Aves. NW, NETS-1W1, Washington, DC 20408; telephone (202) 523-1514.

Distributes "Tis Done! We Have Become a Nation," an exhibit of 20 posters chronicling the conception, creation, and implementation of the Constitution; *Celebrating the Constitution*, a booklet of publi-

cations and audiovisual programs; "The Constitution: Evolution of a Government," a supplemental teaching unit; and *A More Perfect Union: The Creation of the United States Constitution*, a chronicle of events leading to the signing of the Constitution.

Nebraska Public Television and Radio, 1800 N. 33rd St., Lincoln, NE 68583; telephone (402) 472-3611.

The Trail of Standing Bear, a 90-minute television special based on the 1879 landmark case of Chief Standing Bear, a Ponca Indian, available. Case established that Indians were protected under the Constitution.

Newsweek Education Department, 444 Madison Ave., New York, NY 10022; telephone (212) 350-4000.

Publishes *Social Studies Program*, a guide to teaching the Constitution. Designed for high school teachers.

New York State Bar Association, 1 Elk St., Albany, NY 12207; telephone (518) 463-3200.

Distributes *Enhancing Constitutional Studies; More Than Mere Parchment Preserved Under Glass: The United States Constitution, Cases and Materials;* and *Shaping American Democracy: U.S. Supreme Court Decisions.*

Pennsylvania Humanities Council, 320 Walnut St., Suite 305, Philadelphia, PA 19106; telephone (213) 925-1005.

The Constitution: Our Written Legacy available.

Scholastic, Inc., P.O. Box 7501, Jefferson City, MO 65102; telephone (212) 505-3000.

The Constitution Yesterday, Today, and Tomorrow by Barbara Silberdick Feinberg available for students in grades six through nine. Teacher's guide also available.

SIRS, Inc., P.O. Box 2348, Boca Raton, FL 33427; telephone (407) 994-0079.

The Constitution: Evolution of a Government, a collection of classroom lessons, available.

Social Studies School Service, 10200 Jefferson Blvd., Culver City, CA 90232; telephone (213) 839-2436.

Distributes *Teaching Today's Constitution: A Contemporary Approach with Lessons and Cases*, a publication developed by the National Institute for Citizen Education in the Law.

Virginia Institute for Law and Citizenship Studies, Inc., Virginia Commonwealth University, School of Education, Oliver Hall South, 1015 W. Main St., Richmond, VA 23284-2020; telephone (804) 367-1322.

An instructional package, "Freedom of Press or Libel? The Colonial Case of John Peter Zenger," available.

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